

# APPENDICES

## Appendix A

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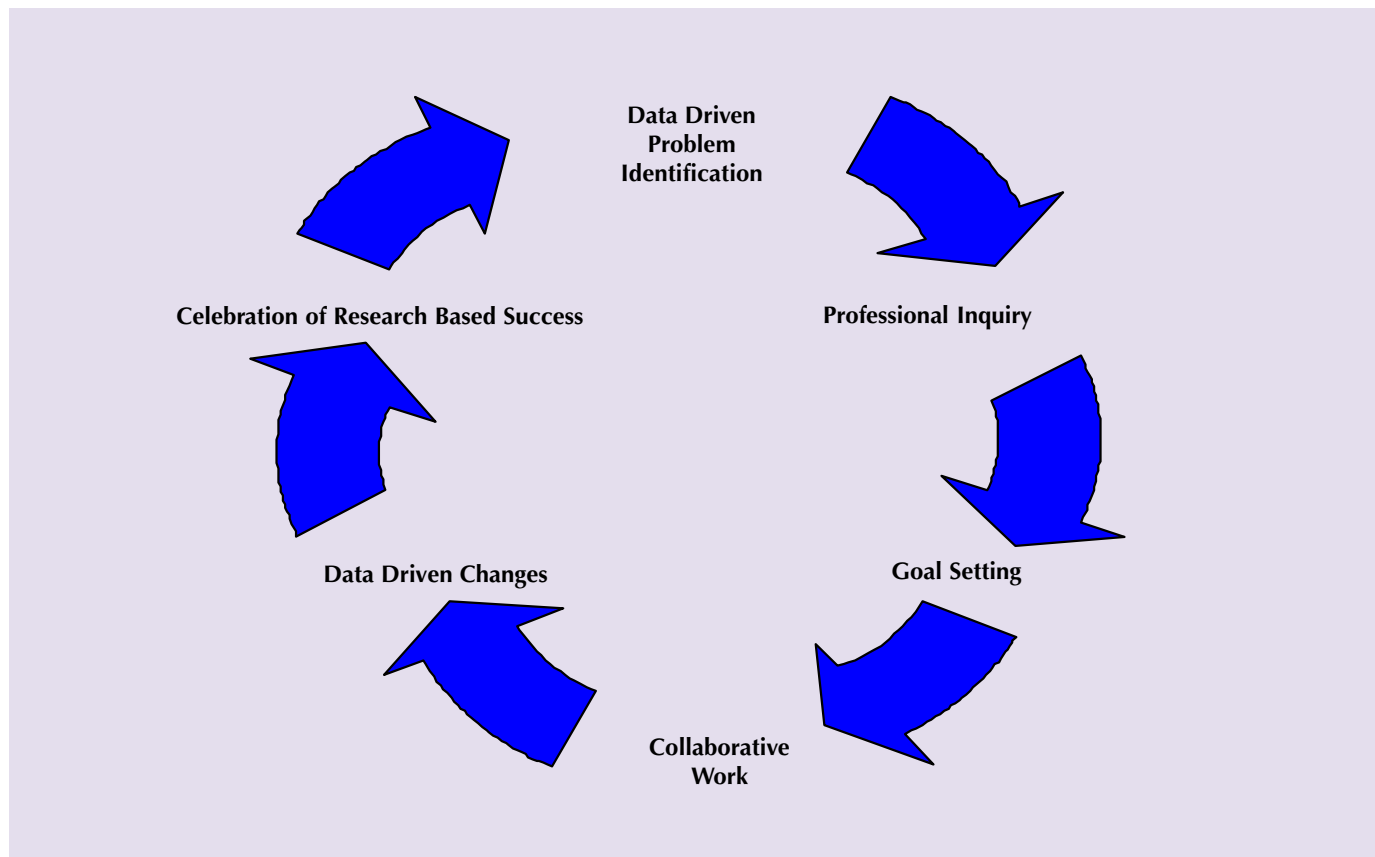
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## Appendix B

# An Invitation to Dialogue

## Suggestions for Using this Report

The Center for Inquiry on Literacy invites all those concerned about early literacy development — including educators, parents, students, and communities — to use this report as an impetus for dialogue. Capitalizing on our collective strengths in the area of early literacy and making improvements will require ongoing dialogue around effective literacy practices and the characteristics of the contexts in which they exist. By discussing these characteristics, those invested in promoting early literacy development can increase not only their own learning, but that of the children they are charged with educating. Collaborative inquiry, as described earlier, involves identifying a problem, looking to research for ideas regarding how to solve the problem, setting goals and working collaboratively to meet those goals, collecting data to substantiate achievement of goals, and celebrating successful achievement of goals. As the model below highlights, collaborative inquiry is a recursive process, in which achievement of one goal leads to identification of another problem on which to work.





## Process for Sharing and Talking about the Report

### I. The Report's Purposes

*The four main purposes of this report are to:*

- Articulate a set of inter-related, common characteristics of successful early literacy programs and the contexts in which they exist;
- Extend to schools an invitation to dialogue about effective literacy practices as well as supportive school and community contexts;
- Provide schools a recursive framework to begin examining their own practices; and
- Inform the Center for Inquiry's continued examination of literacy practices in Maine.

### II. Organizing the Dialogue

The word dialogue conjures up a powerful process, that of "talking without moving toward decision or debate." It is critical for people to be able to talk about the characteristics presented in this report in an open, comfortable setting. The goal of the dialogue should be to increase a group's understanding of the ideas presented without engaging in debate.

While this report highlights a number of important considerations in our journey toward improving early literacy development for Maine children, we realize that contemplating all the ideas in one sitting would be unrealistic. Instead, we suggest focusing on one characteristic at a time, in a small group format, using the guidelines for text-based seminars described below. [*Promising Futures, A Call to Improve Learning for Maine's Secondary Students*, Dept. of Education, September 1998. p. 53]

#### ***Text-Based Seminar Guidelines***

Purpose: Enlargement of understanding of a text, not the achievement of some particular understanding.

- a. Group members read a section of the report before meeting.
- b. Group members establish the following ground rules for the discussion:
  - Listen actively.
  - Build on what others say.
  - Don't step on others' talk. Silence and pauses are OK.
  - Converse honestly—there is no need to go through the facilitator.
  - Let the conversation flow as much as possible without raising hands or using a speaker's list.

- Expose/suspend your assumptions.
  - Emphasize clarification, amplification, implications of ideas.
  - Refer to the text; challenge others to go to the text.
  - Watch own air time—both in terms of how one speaks, and in terms of how much one says when one speaks.
- c. Group members conclude the 1-2 hour dialogue with a written summary of “ideas that could work in our school.”

### III. Talking About the Report

Below are questions for further inquiry that may provide frameworks for dialogue. The questions are organized according to sections of the report. A variety of questions are provided, including those already embedded in the report itself. Feel free to select questions that directly relate to your group or position. The questions are intended as starting places for dialogue, and while some questions can be considered by anyone, others relate more specifically to certain positions (i.e., teachers, administrators or policymakers).

#### A. Preface and Introduction

- What is your response to the information presented in the preface and introduction?
- What are the concerns and struggles of your own school related to early literacy?
- How do those concerns align with the ideas described in the preface and introduction?

#### B. Common Characteristics

*Professional Learning is Shared, Ongoing, and Supported in a Number of Ways.*

- To what extent are staff members prepared to incorporate effective literacy practices described in this report and in national standards?
- To what extent does our district support practicing teachers in incorporating the practices described in this report and in national standards?
- What opportunities exist for collaborative inquiry and shared professional learning?
- What literacy topics have been the focus of recent (past 3 years) staff development?
- What mechanisms (i.e., texts, consultants, in house expertise, courses, networks, etc.) for supporting ongoing professional development currently exist in our school? Which of these mechanisms are working effectively?
- What mechanisms might be needed to support shared, ongoing professional development?
- How can we ensure that professional development plans include learning opportunities for all



those who work with young readers, including reading tutors, Title I teachers, educational technicians, and others?

- How often are observations of student learning and data from literacy assessments used as the basis for staff development opportunities?
- How can we ensure that teacher preparation programs provide sufficient training in early literacy practices?
- How can we strengthen teacher induction programs to ensure that beginning primary grade teachers are given access to expert literacy knowledge and support during the formative years of their practice?
- Given the importance of high-quality professional development in literacy for teachers in the primary grades, how can we strengthen the state and local infrastructures to ensure access in all parts of Maine?

***Performance Data are Used to Improve Student Achievement.***

- To what extent is literacy instruction grounded in the belief that all students can and must learn to communicate effectively through reading, writing, speaking, and listening?
- What expectations/standards do you currently set for students' literacy achievement? How do these expectations align with state and national guidelines? How do you know students are achieving these standards?
- What interventions exist for supporting students who are not meeting expectations?
- What mechanisms exist for communicating expectations to teachers, students, and parents?
- What formal and informal literacy data are currently being collected about students in schools, districts, and statewide? How frequently are formal and informal assessments conducted?
- What assessment tools are used to gather literacy related data (i.e. IRI's, Running Records, Writing Prompts, etc.)? What methods do you use to examine the literacy data you collect?
- How does the data you collect inform classroom instruction?
- How is data shared with teachers, parents, students, and administrators?
- How does data serve as a catalyst for organizing efforts to improve instruction?
- What staff development opportunities exist for helping teachers adjust instruction and assessment practices to promote higher student achievement?
- How strong is the link between assessment data and the processes used in your school to plan for professional development?

***School Staff Work Together to Find Solutions to Instructional Issues.***

- How do school staff develop a shared vision for their literacy programs?

- How are instructional problem areas identified and pursued in your school?
- What mechanisms exist for enabling effective collaboration and communication around common inquiries?
- What changes can be made in the school day and year to support collaborative inquiry?
- Where will the resources come from to support increased time for collaboration?

*Effective Leadership is Present, Though it Can Come from People in Different Roles.*

- What are the most common features of the literacy specialist role in Maine schools or in your district? Which of these features have the greatest impact on teachers and student achievement?
- Is there a high degree of philosophical and pedagogical agreement between the literacy specialist and classroom teachers? If not, what are the implications for practice?
- Who provides literacy leadership in your school? Who else could provide literacy leadership in your school?
- How is the literacy leader's time used? What seem to be the benefits of the leader's work? What ways could the leader's role(s) be improved?
- Does the literacy leader support a balanced literacy program and honor the diversity of the staff in reaching desired outcomes? What mechanisms does the literacy leader use to provide resources for the literacy program?
- How frequently is literacy leadership or consultation available to literacy teachers?
- What mechanisms exist, and with what degree of effectiveness, for supporting literacy teacher leadership in Maine schools?

*Parents and Communities are Engaged in Multiple Ways.*

- What steps are our schools taking to involve parents and the community in literacy development programs? Which of these actions are getting positive results?
- What literacy information is shared with parents and the community on a regular basis? What methods of communication are used?
- Since literacy practices have evolved over time, how are schools informing parents and the community about their current practices?
- How have obstacles relating to communicating literacy information to parents and the community been overcome?
- What mechanisms are in place to encourage parent and community feedback?
- What mechanisms exist for parent involvement in school literacy initiatives?



- How are schools mobilizing community volunteers and other resources?
- What mechanisms are in place to educate and support parents and community volunteers in their work with the school?

*Various Resources are Used to Respond to Students' Needs.*

- What is your school's or district's vision for literacy instruction and assessment?
- What components of a balanced literacy approach are present in your literacy program? What components of a balanced literacy approach may need to be added to your literacy program? What components of your literacy program may not be necessary?
- How are teachers and support staff trained to use a variety of research-based literacy practices?
- How are state and local assessment data used to inform instructional decision-making?
- To what extent is literacy instruction designed to include all learners and address their needs?
- What interventions are in place for students who are not meeting expectations? How are decisions made about which strategies to employ? Who is involved in these discussions?
- How closely does your literacy curriculum align with national standards and the *Learning Results*?
- How well do your instructional and assessment practices support your literacy curriculum?
- What resources may be needed to improve the quality of your literacy program?

## C. Conclusions

- What is your response to the conclusions drawn at the end of this report?
- How do these conclusions match the concerns and issues of your own school related to early literacy development?
- What steps might these conclusions lead you to take with your own literacy program?
- What steps might these conclusions lead policymakers to take at the local and state level related to early literacy?
- How do these conclusions impact professional development efforts for early literacy teachers, both pre-service and in-service?



Appendix C

Early Literacy Survey

Developed for the Work Group on Early Literacy by the Center for Educational Policy, Applied Research, and Evaluation at the University of Southern Maine.

Principal Name School

Section I: Instruction & Assessment:

1. On average how much instructional reading time (including reading to children, reading with children, and independent reading by children) per week is allocated for students in primary grades?

a. Average number of days per week students receive reading instruction:  
In K In 1st grade In 2nd grade In 3rd grade

b. Average number of minutes per day students receive reading instruction:  
In K In 1st grade In 2nd grade In 3rd grade

2. Please rate the following instructional literacy/reading programs in terms of their similarity to your school's primary grades literacy/reading program.

	Very Much Like Our Program				Not At All Like Our Program
a. Literature based instruction	1	2	3	4	5
b. Phonics based instruction	1	2	3	4	5
c. Basal reading program	1	2	3	4	5
d. Writing to Read	1	2	3	4	5
e. Guided reading with leveled text	1	2	3	4	5
f. Other (specify):	1	2	3	4	5



3. Please indicate the types of instructional strategies used to teach literacy/reading in your school and the grade levels served with each strategy. As appropriate, add major instructional strategies used by your school that are not included in the list.

	Check if model is used	List Grade Level(s)
a. Teacher reads aloud	_____	_____
b. Student reads aloud	_____	_____
c. Shared reading of enlarged text	_____	_____
d. Think aloud (e.g., teacher verbalizes strategies)	_____	_____
e. Reading for meaning	_____	_____
f. Sustained silent reading	_____	_____
g. Guided reading of leveled texts	_____	_____
h. Choral reading of leveled texts	_____	_____
i. Paired or buddy reading	_____	_____
j. Reading of content materials (e.g., science, social science)	_____	_____
k. Preparing for reading (e.g., predicting, webbing, (assessing, and building prior knowledge)	_____	_____
l. Sight word instruction (e.g., Dolch list)	_____	_____
m. Language Experience Approach	_____	_____
n. K-W-L (Know-Want to-Learn)	_____	_____
o. Independent reading time	_____	_____
p. Directed reading/thinking activity (DRTA)	_____	_____
q. Writing process/writing workshop (writing responses to reading)	_____	_____
r. Handwriting instruction	_____	_____
s. Spelling instruction	_____	_____
t. Interactive writing	_____	_____
u. Survey, Question, Read, Recite, Review (SQ3R)	_____	_____
v. Computer supported instruction (e.g., skills reinforced on Computer)	_____	_____
w. Other (specify):	_____	_____
Other (specify):		



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5. To what extent does your staff use student performance data (e.g., standardized tests, the MEA, district designed assessments and ongoing informal assessment, such as running records, DRA's, IRI's, and portfolios.)...

To assess the effectiveness of the reading curriculum:

\_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_ yearly \_\_\_\_\_ other \_\_\_\_\_

For diagnostic purposes:

\_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_ yearly \_\_\_\_\_ other \_\_\_\_\_

To inform instruction:

\_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_ yearly \_\_\_\_\_ other \_\_\_\_\_

To assign a letter grade:

\_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_ yearly \_\_\_\_\_ other \_\_\_\_\_

6. To what extent did your staff use running records of oral reading behavior to align the curriculum, instruction, and assessment in your school?

\_\_\_\_\_ a great deal \_\_\_\_\_ somewhat \_\_\_\_\_ not at all

## Section II: Professional Development:

7. Please indicate the areas of professional development that primary grades staff participated in during the past 24 months. (Check all that apply)

	In General	Specific to Reading Inst.
a. Instruction for low achieving students	_____	_____
b. Interpreting achievement test information	_____	_____
c. Performance assessment (e.g., portfolios)	_____	_____
d. Classroom management techniques	_____	_____
e. Reading/Language Arts instruction	_____	_____
f. Higher order thinking skills instruction	_____	_____
g. Other curriculum content instruction (e.g., mathematics, science)	_____	_____
h. School-based management/decision-making	_____	_____
i. Parent involvement/volunteerism	_____	_____
j. Accelerated learning techniques	_____	_____
k. Learning Results alignment/standard work	_____	_____
l. Other (specify):	_____	_____



8. Please indicate how often the following staff development formats are used by your school to improve reading instruction.

1 = very often      2 = often      3 = sometimes      4 = not used at all

- \_\_\_\_\_ University course work
- \_\_\_\_\_ Courses provided by an on-site professional development person
- \_\_\_\_\_ Regional conferences
- \_\_\_\_\_ National conferences
- \_\_\_\_\_ Professional workshops
- \_\_\_\_\_ District workshops
- \_\_\_\_\_ Peer review/ongoing structured teacher collaboration
- \_\_\_\_\_ Other

9. What percent of K-4 teachers on your staff have:

Master's Degree \_\_\_\_\_%      Master's Degree in Literacy \_\_\_\_\_%

10. What percent of Title I staff in your school are:

a. Educational Technicians:      I \_\_\_\_\_%      II \_\_\_\_\_%      III \_\_\_\_\_%

b. Professional Staff \_\_\_\_\_%

11. Do you have a literacy staff development person on site? \_\_\_\_\_ yes      \_\_\_\_\_ no  
If yes, are they full-time or part-time?      \_\_\_\_\_ full-time      \_\_\_\_\_ part-time

### Section III: Reading Interventions:

12. Please check all interventions that are used in your school to address students at-risk of reading failure:

- \_\_\_\_\_ Reading Recovery
- \_\_\_\_\_ K literacy program
- \_\_\_\_\_ Title I program targeting K & 1st grade

\_\_\_\_\_ Literacy program for 4 year olds

\_\_\_\_\_ Family literacy

\_\_\_\_\_ Other (please describe)

13. Please indicate the types of Title I program models used in your school and the grade levels served with each model.

	Check if model is used	List grade level(s)
a. School wide Program* (Title I funds are used to upgrade the entire educational program of the school)	_____	_____
b. In-Class Program (Students receive reading/writing instruction in the regular classroom)	_____	_____
c. Limited Pull-out Program (Students receive supplemental reading/writing instruction outside of regular classroom. less than 25% of instructional time)	_____	_____
d. Extended Pull-out Program (Students receive supplemental reading/writing instruction outside of regular classroom, more than 25% of instructional time)	_____	_____
e. Add-on Programs During Regular School Year (students receive supplemental reading/writing instruction before or after school or on weekends, e.g., extended days).	_____	_____
f. Summer Add-on Programs (Students receive reading/writing instruction during summer session, e.g., extended year) <b>*A school with at least 50% poverty level and approved plan on file.</b>	_____	_____

14. In the school you supervise, what percent of children at the K-4 level are referred for special education services in reading? \_\_\_\_\_ %

15. In the school you supervise, what percent of children at the K-4 level are referred for speech and language services? \_\_\_\_\_ %



16. In the school you supervise, what percent of children at the K-4 level participate in transition grades, including pre-K? \_\_\_\_ %

## Section IV: Students and Staff:

17. To what extent has your district fostered a faculty focus on reading instruction? \_\_\_\_  
\_\_\_\_ considerable \_\_\_\_ somewhat \_\_\_\_ little \_\_\_\_ none
18. Is there a classroom teacher on your staff who serves as a strong literacy leader and expert?  
\_\_\_\_ yes \_\_\_\_ no
19. To what extent do teachers and specialists on your staff communicate with each other about reading instruction and student progress?  
\_\_\_\_ considerable \_\_\_\_ somewhat \_\_\_\_ little \_\_\_\_ none
20. To what extent is there congruence in the methods and materials used to teach reading among classrooms and/or special education programs, and other reading programs such as Title I?  
\_\_\_\_ considerable \_\_\_\_ somewhat \_\_\_\_ little \_\_\_\_ none
21. How often do you observe lessons and classes taught by teachers you supervise?
- |                          |             |              |                  |                  |                |
|--------------------------|-------------|--------------|------------------|------------------|----------------|
| 1. Beginning teachers:   | Once a Week | Once a Month | Every 3-4 Months | 1-2 times a Year | Do not Observe |
| 2. Experienced teachers: | Once a Week | Once a Month | Every 3-4 Months | 1-2 times a Year | Do not Observe |
22. In a typical year, how many children are retained at the elementary level in the school(s) you supervise?  
\_\_\_\_ 1-2 \_\_\_\_ 3-5 \_\_\_\_ 5-7 \_\_\_\_ more than 7
23. Please add any additional comments regarding your school's early literacy program in the space below:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_